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ATTACHMENT C

Suggestions for DD/P Headquarters Components:

A. Every person returning from overseas, whether PCS, TDY, or home leave, should be given an appropriate Headquarters telephone number, in his branch or division or support office, so that he can keep in touch if his travel plans change. This should be a standard item of final briefing before departure.

B. Could the Office of Security adapt the Consolidated Memorandum Receipt system for a periodic (perhaps every six months) check on elements affecting security and emergency evacuation and destruction? This could include, for example, a list of employees, dependents, quarters occupied, office spaces occupied, surrounding premises which pose possible threat, destruction facilities, access routes, travel facilities available for emergency use, and so on; and they could be machine-run on a CMR basis, requiring field review and return.

25X1C

C.

25X1A

D. Retrieval of CI material for the [   ] system out of specially compartmented operations: How about task forces of RI and division personnel? Getting something done on this as an exercise during some part of the [   ] course? Or after students have completed the RI course? Such a pattern might also be pertinent for backlogs which build up anywhere, e.g. in certain areas of endemic crisis, like the [   ]

25X1A

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E. Should not TDY and other returnees be better institutionalized for the benefit of Agency areas other than the parent division? If the COS is the overseas expert for the whole Agency, they should get some crack at him. (NOTE: During all but the briefest and most urgent TDY's, the end is always rushed, but the beginning is often under-used, and could be used more effectively this way.)

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he considers traumatic? (Example: [   ] was always muttering about [   ] What happened? If we were wrong, shouldn't the new COS be aware of this?) There exists obviously a problem of compartmentation and safekeeping for such information. The IG? Some special arrangement attached to DD/P's personal office?

G.

25X1C

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H. Could weekends at [   ] be used to effect cross-breeding within DD/P divisions, or between larger components? Questionable whether there is dependably close enough understanding of mutual interests and possibilities.

I. We need an authoritative station-by-station language doctrine, telling us how vital what language (and at what level) is for performance of certain tasks in a given area? For example, how

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This should be correlated with T/O and with specific station activities. Also question of Headquarters vs. field language training.

J. Since the incentive awards system is now defunct, we need some sort of (1) dependable inventory of what language skills we actually have in the DD/P and the Agency at large (never yet measured except for a small and quite inadequate percentage) and (2) device for encouraging maintenance of those skills, at least for those who are definitely or probably going to need them.

K. Would it be possible to develop a set of Counterinsurgency Early Warning Indicators? Dick Sanger of the NIS has several, General Anthis in the JCS may have more. Since prevention is cheapest and best (if it can be applied), this would obviously be a useful budgetary device.

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25X1A

L. Could the story of the [   ] during Agency management and after turnover to the military be adapted for use in the NIS? A little unsubtle for Agency presentation and certainly likely to raise hackles in the Pentagon especially if we are uncomfortably right, so could somebody like

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[   ] be persuaded to take it on?

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Suggestions for OTR:

A. Have telephones in all classrooms put on jacks so that they can be disconnected during classes if they start ringing.

B. Arrange sufficient liaison with Building Maintenance so that noisy repairs affecting classrooms are not started while classes are in session. As a double check, Chief Instructors and the OTR Headquarters Office should have a number they can call and get such sabotage cut off quickly.

C. Nests of screens should be available in rooms 1A-07 and 1A-13 so that they can be better adapted to the needs of small classes.

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